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ABSTRACT

This document is the complete Indicators of Quality Schools assessment instrument. The instrument is a series of checklists of school practices found in schools known to have an effective instructional program organized under 12 topic areas (with subitems listed under each area): curricular congruence; assessment; leadership of the principal; high expectations; school-wide norms; values, practices and policies; school climate factors; monitoring and feedback of student progress; time on task; organization and management of the instructional setting; instructional effectiveness; parent and community involvement and accountability/accreditation/planning process. The rating scale is 1-3 and includes two scales: (a) what is and (b) impact potential. The user will find brief explanations of category areas under each of the 12 topics. (MD)

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ED239406

INDICATORS OF QUALITY SCHOOLS

INSTRUMENT TO ASSESS THE EDUCATIONAL QUALITY OF YOUR SCHOOL

COLORADO DEPARTMENT OF EDUCATION
School Improvement and Leadership Services Unit

May, 1982

U.S. DEPARTMENT OF EDUCATION
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EA 016 370

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INDICATORS OF QUALITY SCHOOLS

I. Overview

II. Users' Guide

III. Review of the Literature on Effective Schools

Instrument to Assess the Educational Quality of Your School

INDICATORS OF QUALITY SCHOOLS

Developed by the Colorado Department of Education
School Improvement and Leadership Services Unit
May, 1982

Background

This instrument is a series of checklists of school-wide practices or conditions found in schools known to have an effective instructional program. The INDICATORS OF QUALITY SCHOOLS is designed to assist a school in identifying areas of strength and areas where efforts could lead to significant improvement in the quality of the school.

Directions

Read through each item and its sub-items. The sub-items are effective practices, taken from literature, which delineate the item under consideration. The same rating scale is applied throughout, but ONLY numbered items are used in determining AVERAGE SCORE.

The instrument rating scale is 0 to 3.

a. WHAT IS - the extent to which this practice/condition is present in your school.

b. IMPACT POTENTIAL - the extent to which human and/or material resources invested in the implementation of this practice/condition, is positively impacting or could positively impact the effectiveness of your school.

Note: This scale is different from a "What ought to be" response in that it emphasizes not only what you value but what you believe would have, if implemented, the greatest impact on school improvement.

Leave blank any item or sub-item, you cannot respond to or which does not apply to your school. If you feel you do not know whether a practice/condition exists in the school beyond your own classroom, answer the best you can or leave it blank.

General Data:

I am a(n)
___ 1) Teacher, Counselor or Specialist
___ 2) Administrator
___ 3) Student
___ 4) Parent
___ 5) Other

This school is
___ 1) Elementary
___ 2) Middle/JHS
___ 3) Senior High
___ 4) K-12
___ 5) Other

INDICATORS OF QUALITY SCHOOLS

1. CURRICULAR CONGRUENCE

To manage a curriculum well means effecting a "match" between (1) what the teacher does teach, (2) what the teacher should teach, and (3) what students actually learn. Good quality control enables a school district, school, or teacher to narrow the gap between desired and actual pupil learning.

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List below the subject level or grade levels you are considering as you rate the following: _____

	WHAT IS	IMPACT POTENTIAL
___	1. LEARNER OBJECTIVES EXIST WHICH ARE CLEAR, VALID, AND SEQUENCED.	1. ___
___	a. There is a written document which clearly defines specific objectives that students are expected to accomplish.	___
___	b. The specific objectives indicate standards of acceptable performance.	___
___	c. Teachers, students, and parents are given opportunities to provide input into the curriculum development process.	___
___	d. Relevant knowledge, skills, and attitudes are sequenced and specified.	___
___	e. A written curriculum development plan exists which indicates specific time lines for evaluation and revision of the curriculum.	___
___	f. Other evidence: _____ _____	___
___	2. THERE IS A MATCH BETWEEN THE WRITTEN CURRICULUM AND ASSESSMENT, i.e., THE TESTS REFLECT THE CURRICULUM.	2. ___
___	a. Tests give administrators and teachers clear information about student achievement related to objectives.	___
___	b. Tests have been analyzed and selected to match the school's objectives.	___
___	c. Test items are identified which do not match curriculum objectives.	___
___	d. Curriculum objectives not included in tests are assessed by some other means.	___
___	e Other evidence: _____ _____	___

CURRICULAR CONGRUENCE (Cont.)

WHAT IS

IMPACT POTENTIAL

___3. THERE IS A MATCH BETWEEN INSTRUCTION AND THE WRITTEN CURRICULUM. 3.___

___ a. The curriculum document is easy for teachers to use in day day planning for instruction. ___

___ b. Textbooks and other materials reflect the objectives of the school. ___

___ c. Topics actually used in instruction have been linked (mapped) to the written curriculum and objectives. ___

___ d. The curriculum documents are actually used and the objectives taught in day-to-day instruction. ___

___ e. Other evidence:_____ ___

_____

_____Average score for Curricular Congruence_____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

2. ASSESSMENT

To be accountable means that educational goals and learner outcomes are developed, programs carried out, and results reported. Assessment of programs and outcomes is essential for school improvement.

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WHAT IS — IMPACT POTENTIAL

___1. THE SCHOOL (OR DISTRICT) HAS ESTABLISHED EVALUATION AND ASSESSMENT PURPOSES AND PRIORITIES. 1.___

___ a. There is a written statement of evaluation purposes.
___ b. Purposes of assessment and evaluation in school include consideration of student outcome assessment, program evaluation and evaluation of progress on the school improvement priorities.
___ c. There is a schedule for testing.
___ d. Other evidence: _____
_____

___2. A VARIETY OF MEASURES OR INDICATORS ARE USED WHICH ARE APPROPRIATE FOR THE OBJECTIVES. 2.___

___ a. Tests are used which allow comparison on at least some items with national performance.
___ b. Criterion tests based on the school's learner objectives are used to assess student performance.
___ c. Test scores are compared with expected scores appropriate to the students.
___ d. Assessment data allows the school to report change over time.
___ e. Information on instructional effectiveness is obtained from students after they leave school as graduates or dropouts.
___ f. Feedback is obtained from the public, parents, colleges, and employees on the quality of students' and graduates' job performance.
___ g. Achievement is assessed in a variety of ways, e.g., tests, teacher logs, competency standards, performance reports.
___ h. Affective objectives are assessed in various ways, e.g.,through attitude scales, self-concept measures, discipline reports and observed pupil behaviors.
___ i. Other evidence: _____
_____

ASSESSMENT (Cont.)

WHAT IS		IMPACT POTENTIAL
____3.	STUDENT OUTCOME RESULTS AND OTHER EVALUATIONS ARE REPORTED TO APPROPRIATE PUBLICS AND INDIVIDUALS, AND THE RESULTS USED TO MAKE DECISIONS FOR PROGRAM IMPROVEMENT.	3.____
___	a. The teaching staff receives evaluation results.	___
___	b. The principal or central staff works with school staff to interpret evaluations and apply results for individual student and program effectiveness.	___
___	c. Specific program changes, i.e., adjustments, improvements or terminations, have been made based on student and/or program evaluations.	___
___	d Student outcome results for the school or district are reported to parents, the school board,and the general public.	___
___	e. Curriculum improvement priorities have been set, based in part on assessment results.	___
___	f. Other evidence:_____	___

____Average score for Assessment____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

3. LEADERSHIP OF THE PRINCIPAL

Research in student achievement and school climate has consistently shown the principal to be a significant factor in effecting positive changes at the building level. The principal sets the tone for all improvement efforts and provides positive reinforcement for improvement activities of both staff and students. Conversely, in the absence of effective leadership practices on the part of the principal, school improvement efforts tend to be fragmented, lacking clarity of purpose or continuity. The principal is instrumental in establishing a climate within the school which is supportive of new and relevant ideas and encourages collaborative inquiry on the part of the staff and students.

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WHAT IS | IMPACT POTENTIAL

___1. THE PRINCIPAL MAINTAINS AN ONGOING, EFFECTIVE STAFF DEVELOPMENT PROGRAM, AWARE THAT THE STAFF REGULARLY NEEDS NEW SKILLS AND KNOWLEDGE IN ORDER TO ACHIEVE AND MAINTAIN EXCELLENCE IN THE EDUCATIONAL PROGRAM. 1.___

___ a. The principal plans for appropriate inservice training. ___
___ b. The principal uses the results of program evaluation to help the staff improve its teaching. ___
___ c. The principal engages in research with the staff to improve teaching practice. ___
___ d. The leadership of the principal stimulates quality teaching. ___
___ e. Other evidence:_____ ___
_____

___2. THE PRINCIPAL SUPPORTS AND ENCOURAGES THE STAFF, IS SEEN AS AN AGENT OF CHANGE, i.e., IMPROVEMENT, AND AS A STRONG EDUCATIONAL LEADER. 2.___

___ a. The principal recognizes the collegial nature of teaching and supports cooperative teaching efforts. ___
___ b. The principal encourages teachers to try out new ideas. ___
___ c. The principal arranges release time, financial support, and inservice training for teachers willing to enter into creative teaching activities.
___ d. The principal is accessible and responsive to teachers. ___
___ e. The principal maintains open lines of communication with the staff and the public. ___
___ f. Other evidence:_____ ___
_____

LEADERSHIP OF THE PRINCIPAL (Cont.)

WHAT IS — IMPACT POTENTIAL

___3. THE PRINCIPAL IS SEEN AS A PERSON WHO INVOLVES THE STAFF AND STUDENTS IN REACHING DECISIONS. — 3.___

___ a. Curriculum outcomes for each grade level and course are agreed to and supported by the principal and staff. ___
___ b. Rules and discipline codes for the building have been developed by and are supported by the principal, staff, and students. ___
___ c. School improvement priorities and plans have been developed cooperatively by the principal, staff, and students. ___
___ d. Other evidence:_____ ___
_____

___4. THE PRINCIPAL KNOWS WHAT THE COMMUNITY EXPECTS OF THE SCHOOL, AND ACTIVELY SEEKS PARENTAL INVOLVEMENT IN THEIR STUDENTS' EDUCATION. — 4.___

___ a. The principal encourages parent involvement through accountability/advisory groups. ___
___ b. The principal has a comprehensive sense of the school's direction as it relates to the district and to the school's community. ___
___ c. The principal embodies to the community a positive view of the school and its program, staff and student body. ___
___ d. The principal works through an informed budget committee to assure program success. ___
___ e. Other evidence:_____ ___
_____

___5. THE PRINCIPAL SETS HIGH BUT REALISTIC STANDARDS FOR PERFORMANCE AND LETS THE STAFF, STUDENTS AND PARENTS KNOW WHAT THESE STANDARDS ARE. — 5.___

___ a. The principal takes a position on issues and is not seen as being unfairly influenced by others. ___
___ b. The principal recognizes and rewards teachers who practice well-focused instruction, interactive teaching, and effective use of instructional time. ___
___ c. Other evidence:_____ ___
_____

____Average score for Leadership of the Principal____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

4. HIGH EXPECTATIONS

An extremely important factor contributing to student achievement is that involving the expectations of teachers for quality student performance. Teachers who hold high but realistic expectations for students' find that students perform better, stay in school longer and attend more regularly. A student's confidence in his/her ability to learn may serve as a taproot for a number of positive, growth-producing behaviors which exert a powerful influence throughout life.

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	WHAT IS	IMPACT POTENTIAL
___1.	THIS SCHOOL HAS HIGH EXPECTATIONS OF ACHIEVEMENT FOR ALL STUDENTS.	1.___
___	a. High learning standards are communicated to all students and parents by administrators and teachers as an important goal in this school.	___
___	b. Teachers believe the instructional effectiveness of the school determines student achievement levels far more than family background or ethnicity.	___
___	c. Teachers expect high proportions of their students to do well on tests used in the district and on SAT or ACT Tests.	___
___	d. Teachers' expectations of students include clear goals for student achievement.	___
___	e. Teachers' expectations include students being instructed in an atmosphere of confidence that they can and will succeed.	___
___	f. When a student fails at a task, information regarding the cause of failure is used to help the student succeed.	___
___	g. Other evidence:_____ _____	___

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HIGH EXPECTATIONS (Cont.)

WHAT IS

IMPACT POTENTIAL

___2. TEACHERS GIVE REWARDS, PRAISE AND RECOGNITION TO STUDENTS FOR THEIR PERFORMANCE. 2.___

___ a. There is ample use of rewards, praise and appreciation of all students. ___
___ b. The teaching staff takes opportunities to praise all pupils for success during instruction. ___
___ c. There are current displays of student work on bulletin boards, in halls and in learning areas. ___
___ d. Student projects are featured in school newspapers and/or newsletters. ___
___ e. Teachers treat students in ways which emphasize success and potential rather than those which focus on failures and shortcomings. ___
___ f. Low achieving students receive as much praise as high achievers. ___
___ g. The staff shares ideas for recognizing student performance. ___
___ h Other evidence: _____ ___
_____

____Average score for High Expectations____

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May, 1982

INDICATORS OF QUALITY SCHOOLS

5. SCHOOL-WIDE NORMS, VALUES, PRACTICES AND POLICIES

School improvement efforts that focus on student achievment recognize the relationship between effective instruction and uniform school-wide policies, practices, norms, and values. Analyzing the connection between building level policies and effective instruction is a very important relationship which is often overlooked in diagnosing instructional effectiveness. Of critical importance to school policy analysis is that many policies and practices can be changed to some degree by administrators and staff.

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	WHAT IS	IMPACT POTENTIAL
____1.	VALUES AND NORMS ARE CONSISTENT THROUGHOUT THE SCHOOL AND ARE ACCEPTED BY STAFF AND STUDENTS.	1.____
___ a.	Both the curriculum and the approaches to discipline are developed and supported by the staff.	___
___ b.	Decisions in this school are reached through a process in which staff members feel their views are considered.	___
___ c.	School achievement and discipline values and norms are accepted by the general body of students.	___
___ d.	Students have input into the development and evaluation of school practices and policies.	___
___ e.	Other evidence:_____ _____	___

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SCHOOL-WIDE NORMS, VALUES, PRACTICES AND POLICIES (Cont.)

WHAT IS

IMPACT POTENTIAL

____2. SCHOOL POLICIES WHICH AFFECT STUDENT ACHIEVEMENT GAINS ARE CLEAR AND HAVE STUDENT AND STAFF SUPPORT. 2.____

___ a. There is a stated school policy regarding absenteeism and tardiness which has penalties for non-compliance that are clear to students, parents, and staff. ___

___ b. Administrators and staff enforce the school absenteeism and tardiness policy and consistently follow-up on non-compliance. ___

___ c. There is a variable grading policy established for remedial classes based on individual progress, improvement or variable credit. ___

___ d. There is a school policy and process which allows teachers easy access to needed information about students reading problems and their reading level at the time students are assigned to classes. ___

___ e. The administrative staff convenes cross-department meetings to discuss and clarify policies regarding reading in the content areas. ___

___ f. Other evidence:_____ ___

_____

_____Average score for School-wide Norms, Values, Practices and Policies_____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

6. SCHOOL CLIMATE FACTORS

School climate may be defined as those qualities of the school, and of the people in the school, which affect people's attitudes, behaviors, and achievements. The following items have been designed to measure the extent to which selected climate factors (descriptors) and symptoms are perceived as being positive in the school.*

NOTE: The school climate category is different from the other Indicators of Quality Schools categories in that climate indicators are not practices. Instead the factors included are measures of the school's climate. If climate becomes a priority for school improvement, other assessments should be run to focus on which specific practices to improve.

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	WHAT IS	IMPACT POTENTIAL
___1.	RESPECT.	1.___
___	a. Students are respected regardless of their achievement level.	___
___	b. Teachers treat students as persons.	___
___	c. Parents are considered by this school as important collaborators.	___
___	d. Teachers from one subject area or grade level respect those from other subject areas.	___
___	e. Other evidence _____	___
___2.	TRUST.	2.___
___	a. Students feel that teachers are "on their side".	___
___	b. While we don't always agree, we can share our concerns with each other openly.	___
___	c. Our principal is a good spokesperson before the superintendent and the board for our interests and needs.	___
___	d. Students can count on teachers to listen to their side of the story and to be fair.	___
___	e. Teachers trust students to use good judgment.	___
___	f. Other evidence _____	___

* Many of the items in this instrument were developed by Dr. Robert Fox for The CFK Ltd. School Climate Profile, published by Phi Delta Kappa's School Climate Improvement: A Challenge to the School Administrator, Bloomington, IN 1976.

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SCHOOL CLIMATE FACTORS (Cont.)

WHAT IS | IMPACT POTENTIAL

___3. HIGH MORALE. 3.___

___ a. This school makes students enthusiastic about learning. ___
___ b. Teachers feel pride in this school and in its students. ___
___ c. Teachers in this school are "out in front", seeking better ways of teaching and learning. ___
___ d. Parents, teachers, and students would rise to the defense of this school's program if it were challenged. ___
___ e. I like working in this school. ___
___ f. Other evidence_____ ___
_____

___4. COHESIVENESS. 4.___

___ a. Students would rather attend this school than transfer to another. ___
___ b. There is a "we" spirit in this school. ___
___ c. Administration and teachers collaborate toward making the school run effectively; there is little administrator-teacher tension. ___
___ d. Differences between individuals and groups, both among faculty and students, are considered as contributing to the richness of the school, and are not seen as divisive influences. ___
___ e. New students and faculty members are made to feel welcome and part of the group. ___
___ f. Other evidence_____ ___
_____

___5. CARING. 5.___

___ a. There is someone in this school that I can always count on. ___
___ b. The principal really cares about students. ___
___ c. People in this school care about me as a person. They are concerned about more than just how well I perform my job at school as student, teacher, parent, etc.. ___
___ d. School is a nice place because I feel wanted and needed here. ___
___ e. Most people at this school are kind. ___
___ f. Other evidence_____ ___
_____

WHAT IS

IMPACT POTENTIAL

____6. CONDITIONS IN THIS SCHOOL SUPPORT A PLEASANT AND COMFORTABLE ENVIRONMENT FOR STUDENTS. 6.____

___ a. Students in this school are willing to approach the staff for advice or help. ___

___ b. Student perceive this school as a pleasant and rewarding place in which to work. ___

___ c. Students feel that administrators and staff understand and respond to their personal needs. ___

___ d. Students in this school would say that teachers are not hostile or authoritarian towards them. ___

___ e. There are opportunities for students to take positions of responsibility in this school and to participate in the running of their school lives. ___

___ f. There is a general expectation in this school that students will take care of their own property and the property of others. ___

___ g. Other evidence_____ ___

_____

____7. SPECIFIC SYMPTOMS OR INDICATORS OF POSITIVE CLIMATE ARE GENERALLY HIGH. 7.____

___ a. The daily attendance rate of students is high. ___

___ b. There are few failing grades. This indicates student mastery of material. ___

___ c. Disciplinary problems leading to suspensions are few. ___

___ d. Various student groups and cliques talk with one another and work together. ___

___ e. School events such as athletic contests, musical and dramatic events, and social events are well attended by the faculty and students. ___

___ f. The school drop-out rate is low. ___

___ g. Student involvement in the school's extra-curricular activities program is high. ___

___ h. The buildings and grounds are in good repair and show evidence of upkeep. ___

___ i. Vandalism is minimal and students and staff feel safe and secure in the buildings. ___

___ j. Other evidence:_____ ___

_____

____ Average score for School Climate Factors ____

Colorado Department of Education
May, 1982

7. MONITORING AND FEEDBACK OF STUDENT PROGRESS

Prompt, on-going review and evaluation of a student's work with feedback given by the teacher is related to student engagement rate and to achievement and improves attitudes toward learning. The effective teacher will teach, then test for learning and provide extra help as appropriate until each student comes up to mastery.

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	WHAT IS	IMPACT POTENTIAL
___1.	THE SCHOOL HAS AN EVALUATION PROGRAM THAT MONITORS AND REPORTS STUDENT PROGRESS.	1.___
___	a. Item results from national, normed tests are reported to teachers in a manner which allows them to see the test results as related to instructional objectives.	___
___	b. The curriculum is defined in useful units or "chunks" and the progress of students in mastering these units is reported to students and parents.	___
___	c. Student evaluations are based on specific achievements in ways that are clear to the student.	
___	d. Achievement data is used to change and improve the curricula on a regular basis.	___
___	e. Other evidence:_____	___
___2.	EACH STUDENT IS MONITORED FREQUENTLY AND RECEIVES INFORMATION REGARDING HIS/HER PERFORMANCE.	2.___
___	a. Assigned student work is promptly reviewed so teachers can give helpful feedback to students.	___
___	b. Frequent progress checks (formative testing) are made of each student's work, leading to modifications in assignments where this is necessary.	___
___	c. Teachers provide to students a variety of methods for recording progress and mastery of instructional objectives.	___
___	d. The proportion of instructional time during which students receive feedback on learning is high.	___
___	e. Teachers are responsive to students' need for help.	___
___	f. Other evidence:_____	___

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MONITORING AND FEEDBACK OF STUDENT PROGRESS (Cont.)

WHAT IS

IMPACT POTENTIAL

____3. TEACHERS, PRINCIPALS AND PARENTS ARE KEPT AWARE OF PUPIL PROGRESS RELATIVE TO OBJECTIVES. 3.____

___ a. Parents are kept aware of learning objectives for each course. ___

___ b. Pupil progress is reported to parents at conferences, etc., using course objectives. ___

___ c. Other evidence:_____ ___

_____

_____Average score for Monitoring and Feedback of Student Progress_____

Colorado Department of Education
May, 1982

8. TIME ON TASK

Both the quality as well as the quantity of time on task are acknowledged to be important in improving student learning. While the research suggests, in general, that those areas of learning which provide engaged learning time will result in higher student achievement, the fact of individual student differences may suggest as well that scheduled time on task be flexible and responsive to widely varying needs of students. Appropriateness of the task itself in terms of its relationship to the student's level of intellectual development, his/her particular learning style and the learning objective(s) to be reached are elements which must be considered in assuring that optimal learning will result.

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3 = Very positive impact potential for school effectiveness

DEFINITIONS OF TERMS

ENGAGED TIME OR TIME-ON-TASK is the amount of instructional time that students spend actively involved in, or attending, to learning tasks.

HIGH RATE OF SUCCESS indicates that students are achieving their learning objectives between 60-90 percent of the time.

WHAT IS	IMPACT POTENTIAL
___1. THE AMOUNTS OF TIME ALL STUDENTS SPEND ENGAGED OR ON TASK IS HIGH (A MINIMUM OF 70% OF THE INSTRUCTIONAL PERIOD).	1.___
___ a. Teachers diagnose which teaching techniques promote or detract from high rates of student engagement and success.	___
___ b. Teachers diagnose the engagement and success rates of low, middle and high achievers.	___
___ c. Teachers monitor engaged or on-task behavior during the instructional period and provide correctives where engaged and success rates are low.	___
___ d. Teachers have control of engaged or on-task time, including maximum time spent on tasks at a level at which students can perform with a high rate of success.	___
___ e. Students' scheduled time on-task is variable, based upon differences in their learning needs.	___
___ f. Students each day are engaged in learning tasks which bring success to them.	___
___ g. Other evidence:_____	___

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TIME ON TASK (Cont.)

WHAT IS

IMPACT POTENTIAL

___2. ADMINISTRATORS, TEACHERS, AND SUPPORT STAFF ENFORCE A POLICY THAT NO ONE DISTURBS A TEACHER DURING INSTRUCTION. 2.___

___ a. Disruptive noise levels in the hall are low. ___
___ b. Attendance slips, lunch money collections and other administrative procedures are handled in an efficient, non-disruptive way. ___
___ c. Announcements are handled so as to minimize disruptions. ___
___ d. Arrangements for excusing students for special programming or counseling are handled smoothly so that unnecessary disruptions do not occur. ___
___ e. Special events are planned to fit into and enhance the total instructional program. ___
___ f. Other evidence:_____ ___
_____

____Average score for Time on Task____

Colorado Department of Education
May, 1982

9. ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING

The managerial skills of teachers relate positively to student effectiveness. Such skills include teacher behaviors that lead to high level student involvement in learning activities, that minimize disruptive student behavior, and that make efficient use of academic learning time. While such skills are not sufficient for instructional effectiveness they are fundamental and necessary for student progress in the basic skills.

WHAT IS

The extent to which this practice/condition is present in your school.

0 = Is not present

1 = It is just beginning. It operates only on a very limited basis

2 = It is present and operating but only in certain programs or departments

3 = It is present and operating well on a school-wide basis

IMPACT POTENTIAL

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	WHAT IS	IMPACT POTENTIAL
___1.	TEACHERS BEGIN THE YEAR EFFECTIVELY BY SETTING THE STAGE FOR LEARNING.	1.___
___ a.	Teachers are in charge of the instructional setting from the moment the first students arrive.	___
___ b.	Teachers systematically explain the rules, have them modeled, give standards for acceptable behavior, give students an opportunity to practice the desired behavior, and indicate the consequences of not following the rules.	___
___ c.	Teachers introduce the students to all of the major instructional arrangements to be used during the year; e.g., grouping arrangements, types of tests to be used, how the books are organized, homework procedures, etc.	___
___ d.	A system of student responsibility and accountability for work is established on the first day. This system is perceived by students as fair and clear.	___
___ e.	Teachers continuously monitor students and follow through with consequences for those who do not comply with rules and procedures.	___
___ f.	Other evidence:_____	___

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WHAT IS — IMPACT POTENTIAL

___2. THE ORGANIZATION OF THE INSTRUCTIONAL SETTING IS SUCH THAT ALL STUDENTS HAVE AN OPPORTUNITY FOR SUCCESS. — 2.___

___ a. Varieties of learning environments are provided to meet the needs of individual learners. ___
___ b. Diagnostic procedures for assigning students to groups are based upon the content to be learned. ___
___ c. Assignments of students to fixed groups are made for short periods of time, e.g., less than a semester. ___
___ d. Heterogeneous grouping rather than homogeneous grouping is used whenever possible. ___
___ e. Other evidence:_____ ___
_____

___3. TEACHERS PREPARE STUDENTS FOR INDEPENDENT INQUIRY AND STUDY. — 3.___

___ a. Teachers diagnose students' ability to do independent work. ___
___ b. Teachers evaluate and discuss, as a regular part of instructional management activitives, the students' ability to work independently. ___
___ c. Teachers indicate what the outcome or end product of individualized work will be. ___
___ d. Teachers help students anticipate and solve problems they will face when working independently. ___
___ e. Teachers help students decide which resources will be needed for independent work and monitor student timelines. ___
___ f. Students are encouraged to work independently or with others with a minimum of direct adult supervision. ___
___ g. Other evidence:_____ ___
_____

___4. THERE IS WIDESPREAD SUPPORT FROM THE SCHOOL STAFF, PARENTS AND STUDENTS REGARDING THE SCHOOL'S NORMS FOR STUDENT BEHAVIOR. — 4.___

___ a. Students receive consistent feedback from administrators and staff on what is acceptable behavior in this school. ___
___ b. The principal, staff and other revelant parties have developed a coherent discipline policy. ___
___ c. Students help reinforce compliance on the part of their peers with school norms of behavior. ___
___ d. The staff takes an active role in consistently enforcing agreed upon discipline policies throughout the school. ___
___ e. Other evidence:_____ ___
_____

ORGANIZATION AND MANAGEMENT OF THE INSTRUCTIONAL SETTING (Cont.)

WHAT IS	IMPACT POTENTIAL
____5. TEACHERS HAVE AND USE A VARIETY OF DISCIPLINE STRATEGIES FOR MANAGING DISRUPTIVE STUDENTS.	5.____
___ a. Discipline in the instructional setting is unobtrusive, with quiet reprimands rather than shouting, with a focus on good behavior rather than disruptive acts, but with swift action to deal with disruption when this is necessary.	___
___ b. Teachers routinely plan for misbehaviors by defining the behaviors they want to stop, keeping logs of disruptions, and accepting successive approximations of the behavior they want rather than expecting instant perfection.	___
___ c. Teachers make it clear that it is the student's behavior, not the student, which is unacceptable.	___
___ d. Students demonstrating severe behavior disorientation are the focus of specific plans for improvement involving the student, members of the staff and parents.	___
___ e. Other evidence:_____ _____	___

____Average score for Organization and Management of the Instructional Setting____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

10. INSTRUCTIONAL EFFECTIVENESS

The quality of instruction is enhanced when teachers utilize high levels of engaged time and student-teacher interaction as major instructional modes. The kinds of reinforcement patterns used by the teachers and the level of competition among students are likewise keys to effective instruction.

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WHAT IS | IMPACT POTENTIAL

___1. TEACHERS CREATE AN ENVIRONMENT THAT MODELS HIGH LEARNING EXPECTATIONS. 1.___

___ a. Teachers model high learning expectations by starting sessions on time and continuing with planned activity until the end of the period. ___

___ b. Teachers model high learning expectations about the use of instructional time by not spending unnecessary time distributing resources or organizing materials after the students are assembled. ___

___ c. Teachers are efficient in making assignments and allocating materials during instruction. ___

___ d. Appropriate homework assignments are made and teachers emphasize the need to effectively complete all such work. ___

___ e. Teachers have a uniform policy, clear to both students and parents, for defining homework expectations. ___

___ f. Teachers provide prompt feedback to students regarding the quality of homework and work accomplished in school. ___

___ g. Teachers communicate explicit objectives of the course content in a manner which allows students to monitor their own progress. ___

___ h. Teachers make subject matter relevant, thus motivating students to learn. ___

___ i. Other evidence: _____ ___

_____

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WHAT IS

IMPACT POTENTIAL

____2. TEACHERS CHOOSE INSTRUCTIONAL ACTIVITIES WHICH PROVIDE GREATER AMOUNTS OF TIME FOR STUDENT-TEACHER INTERACTION. 2.____

___ a. Learning activities in this school demand active student participation. ___
___ b. The predominant amount of instructional time is spent on student-teacher interaction with high engaged time, not in doing individual seatwork assignments. ___
___ c. Teachers believe and practice the principle that if students, especially low achievers, are more involved with student-teacher interaction, greater achievement occurs. ___
___ d. Other evidence:_____ ___
_____

____3. TEACHERS USE APPROPRIATE DISCUSSION TECHNIQUES TO PROMOTE HIGH SUCCESS AND ACHIEVEMENT LEVELS FOR ALL STUDENTS. 3.____

___ a. Teachers constantly monitor instruction so all students are included during discussion and review. ___
___ b. During discussions and reviews, teachers call on individual students by name rather than soliciting responses from volunteers only. ___
___ c. Teachers ask questions at a level where the student addressed is challenged yet likely to be successful. ___
___ d. If a student gives an incorrect response, the teacher stays with the student and rephrases the question or gives a clue so the student can succeed. ___
___ e. Teachers respond to incorrect answers in a manner that does not demean the student. ___
___ f. Teachers provide immediate feedback to student responses. ___
___ g. Teachers ask questions that encourage productive, divergent thinking abilities of the students. ___
___ h. Other evidence:_____ ___
_____

____Average score for Instructional Effectiveness_____

Colorado Department of Education
May, 1982

INDICATORS OF QUALITY SCHOOLS

11. PARENT AND COMMUNITY INVOLVEMENT

When parents show a strong interest in their child's schooling, they promote the development of attitudes that are key to achievement. The different roles parents can play are important, and the more comprehensive and longer lasting the parent involvement is the greater the impact on their child's learning and on the quality of the school's program.

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	WHAT IS	IMPACT POTENTIAL
___1.	PARENTS OF OUR STUDENTS WORK WITH THEM AT HOME IN SUPPORT OF THE SCHOOL'S PROGRAM.	1.___
___	a. Teachers organize materials and provide instructions to parents for their use in improving their child's performance.	___
___	b. Parent training programs are offered in the school which teach parents how to assist in their child's learning.	___
___	c. Teachers inform parents of their child's educational progress and indicate areas where improvment may be needed.	___
___	d. Programs exist in which some school staff go to students' homes.	___
___	e. Other evidence:_____	___
	_____	
___2.	THERE IS A STRONG PROGRAM OF PARENT SUPPORT AND PARTICIPATION IN THE SCHOOL.	2.___
___	a. Many teachers use parent volunteers in the instructional setting.	___
___	b. Parents are involved in decision-reaching through advisory and accountability committees.	___
___	c. Parents are actively involved in working on school improvement tasks with staff and students.	___
___	d. Policies or procedures exist which encourage teachers to seek parent support for their child's education.	___
___	e. Teachers and principals make parents feel welcome at the school by being accessible and responsive to them.	___
___	f. Other evidence:_____	___
	_____	

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PARENT AND COMMUNITY INVOLVEMENT (Cont.)

WHAT IS	IMPACT POTENTIAL
___3. THE COMMUNITY AS A WHOLE INCLUDING BUSINESS, OTHER INSTITUTIONS AND CITIZENS WITHOUT CHILDREN IN THE SCHOOL, IS INVOLVED IN SUPPORTING THE SCHOOL.	3.___
___ a. The school sends students into community settings to gain a variety of experiences.	___
___ b. Community people are invited into the school to give presentations.	___
___ c. Citizens participate in planning for school improvement.	___
___ d. Business/education councils or adopt-a-school programs exist.	___
___ e. Community participation at school events is good.	___
___ f. Other evidence:_____	___

____Average score for Parent and Community Involvement____

Colorado Department of Education
May, 1982

12. ACCOUNTABILITY/ACCREDITATION/ PLANNING PROCESS

Effective schools do not simply "happen". Effective schools are the result of thoughtful planning by those who are most directly involved in decisions that are reached and who take ownership for the products resulting from the planning process. Quality student outcomes, quality leadership and effective instructional practices are significant products coming from the use of a well-defined accountability/ accreditation/planning process.

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WHAT IS | IMPACT POTENTIAL

___1. THE SCHOOL AND DISTRICT HAVE ASSESSED THEIR NEEDS AND STRENGTHS AND IDENTIFIED PRIORITIES FOR SCHOOL IMPROVEMENT. 1.___

___ a. A plan for assessing community and school feelings on program strengths and needs exists and is used at the district level. ___

___ b. A plan for assessing community and school feelings on program strengths and needs exists and is used when appropriate at the individual school level. ___

___ c. Assessment information is used by the school to set improvement priorities. ___

___ d. Priority setting occurs at both the district and individual school level.

___ e. Individual school priorities are used by the Board to help set district priorities. ___

___ f. Other evidence:_____ ___

_____

___2. PLANS HAVE BEEN DEVELOPED FOR EACH IMPROVEMENT PRIORITY. 2.___

___ a. The district has a written action plan for program improvement based on priorities. ___

___ b. The school has written plans for program improvement based on the district's and school's priorities. ___

___ c. The school's action plan identifies anticipated results in program improvement as they are implemented. ___

___ d. A linkage of priorities exists between the individual school's and the district's plans. ___

___ e. Other evidence:_____ ___

_____

WHAT IS

IMPACT POTENTIAL

___3. IMPROVEMENT PROGRAMS AND INSTRUCTIONAL PROGRAMS ARE IMPLEMENTED, EVALUATED AND MODIFIED. 3.___

___ a. The written improvement plans are being implemented in this school ___
___ b. Information resulting from the activities in the individual school action plans are used to modify or update those plans. ___
___ c. The district has a written program evaluation procedure which is used in the plan for program improvement. ___
___ d. The school has a written program evaluation procedure which is used in the improvement process. ___
___ e. Student outcome results and program improvement results are used where most appropriate for modification of programs. ___
___ f. Other evidence:_____ --
_____

___4. EFFECTIVE COMMUNICATIONS EXIST TO REPORT STUDENT OUTCOMES AND IMPROVEMENT EFFORTS TO THE STAFF AND PUBLIC. 4.___

___ a. School leaders sponsor activities such as open meetings, news releases etc., to inform parents and other community persons of the school's and district's priorities. ___
___ b. A procedure for reporting on the progress of the school's plan for improvement exists and is used. Reporting is both formal and informal. ___
___ c. Student achievement of learner goals is reported to the staff, students, parents and public. ___
___ d. The staff is knowledgeable about the school's and district's priorities. The staff can describe what it is doing to support priorities and can give results that occurred or are anticipated in program improvement. ___
___ e. Other evidence:_____ ___
_____

_____Average Score for Accountability/Accreditation/Planning_____

Colorado Department of Education
May, 1982